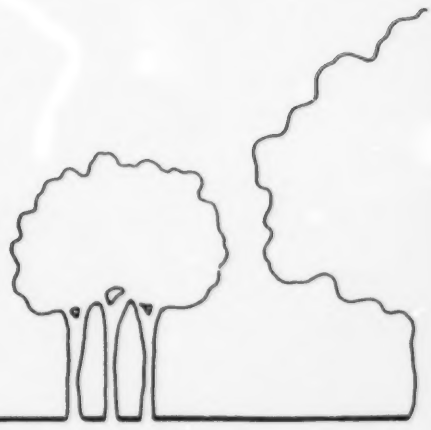
**The Report of the P.E.I. Task Force on Education**

# Education:

# A Shared Responsibility



**Prince Edward Island Cabinet Committee on Government Reform**

# *Letter of Transmittal*

March, 1992

Hon. Joseph A. Ghiz, Premier
Chairman, Cabinet Committee on Government Reform
P.O. Box 2000
Charlottetown, PE
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Dear Sir:

It is with pleasure that I submit the final report on behalf of the Education Review Task Force.

The opportunity which we had to look at educational issues and concerns through the *eyes* of the public and service providers has been a revealing one. While the specific recommendations are our own, they do directly reflect the input which the Task Force received.

Given the breadth of this review, unanimity on all issues was not possible nor expected. The recommendations in this report have a high level of support from Task Force members. They are the result of much discussion and have required some concession and compromise. We are confident that the recommendations, when implemented, will result in a system which will be more responsive and accountable. They will create a system different from that which presently exists.

Appreciation must go to the many people who contributed to the outcome of this review. Specifically, the hard work and perseverance of Task Force members themselves must be recognized. A particular word of *thanks* must go to B.J. Nicholson whose support and effort ensured that this report actually became a reality.

I assure you of the willingness of Task Force members to assist with the implementation process.

Respectfully submitted,

Leonard Russell, Chairman
Education Task Force

# EDUCATION:
# A SHARED RESPONSIBILITY

Report of the

TASK FORCE ON EDUCATION

to

THE CABINET COMMITTEE ON GOVERNMENT REFORM

March, 1992

92-06139/

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# EXECUTIVE SUMMARY

## Introduction

It is now twenty years since the last major review of the public education system in Prince Edward Island. Much has changed during that interval. More demands have been placed upon the schools; the expectations of the marketplace have changed, the standards accepted by the school system are being challenged, and the current delivery system is *straining* to respond within a weak economy.

To address improvements and efficiencies which might be effected in the decade ahead, an eight-member Education Task Force was formed in late summer of 1991, as part of the Government Reform process and was given the following mandate:

- to recommend a leadership philosophy reflective of the roles of the Minister, School Units, communities, teachers, and parents.
- to recommend a structure design that is fiscally efficient and which is accountable.
- to recommend a system that promotes consistency and ensures communication.
- to recommend a system that consolidates policy leadership and which values the human resources.

## Process

Input was received through twelve public meetings held during the latter part of 1991. Two days of *hearings* were conducted for groups within the educational system and over eighty submissions from various groups and individuals were received. The Task Force met on fifteen occasions to consider the input and to formulate recommendations and this report. Their leadership and commitment was invaluable.

## Task Force Membership

Dr. Pierre Brunet . . . . . St. Eleanors

Roger Burke . . . . . Deputy Minister of Education

Dr. Herb Dickieson . . . . . O'Leary

Dennis Halliday . . . . . Pinette

Linda McGuire . . . . . P.E.I. Teachers' Federation

Jeannie Lea . . . . . P.E.I. School Trustees Association

Marjorie Stevenson-Dawson . . . . P.E.I. Home and School Federation

Leonard Russell . . . . . Chairperson

Jeanette MacAulay . . . . . Staff Resource

B.J. Nicholson . . . . . Staff Resource

## Findings

The Task Force was struck by the commonality of themes which emerged during the consultation process. Parents were concerned that their children might not be getting a strong enough foundation in the skills which they require to see themselves successfully integrated into post-secondary education or the world of work. There was a demand for greater community access to school facilities and for the integrated delivery of a broader range of services, using the school as the site of delivery. Communication issues, accountability issues, and issues related to technology and its role also surfaced frequently during the input phase.

Recommendations from this **Review Initiative**, which are detailed elsewhere in this report, call for a number of significant changes. Among other things, they call for:

- coordination of the human resource development process;
- greater access by the community to its schools;
- creation of School Councils to allow community input at the local level;
- creation of a Provincial Agency to ensure policy implementation and to provide provincial support services;
- an emphasis on technology through greater resource allocation and training;
- identification of skills included within each subject, at each grade level;
- integration of a broad range of services using the school as the delivery site;
- a move to a funded kindergarten which would continue to be delivered by the early-childhood sector.

## PREAMBLE

This report represents a synthesis of the varied input received by the Education Task Force through community meetings, the receipt of formal briefs and letters, and the direct input of those involved in the delivery of services. All concerns and suggestions were interpreted within the context of the mandate which guided the Task Force.

Significant changes are recommended. An effort has been made to ensure a future system which enhances the role played by those who are served, and to create development opportunities to those who deliver programs. It also provides for a system which is more consistent and more accountable.

## BACKGROUND

In July, 1990, the Government of Prince Edward Island announced the formation of the Cabinet Committee on Government Reform. The challenge for the Government Reform Initiative was to plan and, through the generation of new ideas, put into motion a process for service delivery that is relevant and that meets the present and future needs of Islanders. It was recognized, as the twenty-first century approaches, that Prince Edward Island faces many emerging and difficult issues, both social and economic.

The key to our future is education; our children are our investment in that future. Students graduating in the year 2000 are now enrolled in Island schools. Will we have prepared these future graduates to live and work in the twenty-first century, and to find a meaningful place in society?

The last major change in the education system occurred in 1972, with school consolidation. Since then, society has changed dramatically. Schools in the 1990s play a very different role than they did twenty years ago. There is greater pressure on schools to deliver services that once were delivered by others. As a result, it was recognized that the education system must now plan for change to meet the demands of students and their families in the complicated world of today and the future.

In February, 1991, a committee representing a cross section of the education system, was established to identify issues which warranted further discussion. Thus began the first phase of the Government Reform Initiative on Education. Meeting over a period of five months, the committee isolated issues that it felt were critical to the success of the public school system during the nineties and beyond.

The committee's first step was to establish a clear vision for the school system. Their vision encompassed the 1990 Philosophy of Public Education for Prince Edward Island Schools, which became the foundation for its study and for this report. This document states:

> The purpose of the Prince Edward Island public education system is to provide for the development of children so that each may take a meaningful place in society.

That committee submitted a report entitled, Education For The 90's And Beyond, to Cabinet in June, 1991. This report isolated for further study the following four key issues: Human Resource Development, Consistency, Communication/Accountability, and Structure, under the umbrella heading of Leadership.

## Education Task Force

In July, 1991, as a follow up to the work of the initial committee, the Honourable Paul Connolly, Minister of Education, announced the formation of the Task Force on Education. The eight member Provincial Task Force consisted of representatives of players within the system and members of the public. It was intended that the Task Force complete its deliberations and submit a report to Cabinet by January 31, 1992.

## Terms of Reference:

The following terms of reference were presented to the Task Force:

1. To recommend a leadership philosophy for the elementary and secondary education system that considers the role of the Minister of Education, school units, communities, teachers, and parents.

2. To recommend a design of the education structure that is fiscally efficient, avoids duplication and redundancy at the regional, provincial, and school unit levels and is accountable and responsible to community needs.

3. To recommend a system that promotes consistency, redefines the accountability process, and ensures communication across the system.

4. To recommend, upon review of the existing process for policy development, an appropriate structure or mechanism designed to consolidate policy leadership and development.

5. To recommend a process that recognizes the human resource as one to be valued and a system to develop this resource.

## Process

The Education Task Force held its first meeting on September 12, 1991. Over the course of its work, the Task Force held a total of fifteen meetings, including a two-day retreat. A major priority established by the Task Force was the need to place substantial emphasis on consultation and communication. In order to hear and listen to all Islanders, the Task Force used many strategies to receive input about the public education system.

Task Force staff held meetings with senior board-based staff, board and Department consultants, principals in all five school units, P.E.I.T.F. Executive and Area Associations, Executive of P.E.I. School Trustees' Association, and several school staffs. At these meetings, the identified issues were discussed and educators were encouraged to give their input to the Task Force.

In addition, the Task Force set aside two full days to hold hearings for those within the education system. Presentations and briefs were heard from all five Regional Administrative School Units, Prince Edward Island Teachers' Federation, P.E.I. Language Arts Teachers Association, Teacher Librarians, Unit 2 Principals and Board-Based Staff, Unit 3 Principals; Association and P.E.I. School Trustees' Association.

Significant to the Task Force, was the input received from twelve public consultations held in conjunction with Home and School Associations and Parent Consultative Committees. Task Force members formulated questions to hear input on three basic areas affecting education:

Question 1. As a parent, what issues and concerns do you have for education as we move into the twenty-first century?

Question 2. What role should parents play to ensure that they are a key link in the educational process?

Question 3. Schools are called upon to play many roles, from academic and social, to responding to needs determined by the local community. What role should the school play in your community?

Attendance at the consultations ranged from 15 to 150.

As part of the data gathering process, the Task Force sent out letters to over twenty organizations and associations that might have a direct interest in the education review. In total the Committee has received over eighty submissions from various organizations, school staffs, and concerned individuals.

To assist staff with input to the Task Force, a committee of educational practitioners was established. The role of this working group was to react and respond to data and information that staff was collecting. This committee consisted of a high school teacher, a school unit consultant, a Department consultant, a principal, a superintendent, and the professional development officer from P.E.I.T.F., plus staff of the Education Task Force. These practitioners were approached, not as representatives of certain fields, but because of their expertise within the system. Staff met with the education working group for a total of six meetings.

## PRINCIPLES TO GUIDE FUTURE EDUCATION DEVELOPMENT

The effective translation of principles into action requires that common beliefs and values are shared among participants in the system. These beliefs and values have been developed by the Task Force into nine principles to be used as the foundation for future system development:

1. **Effective leadership is an essential quality at all levels of the system.**

   A new kind of leadership must emerge, one that is able to see the potential for leadership in all individuals who are involved in education. Given the right climate and culture, different leaders emerge for different purposes and different tasks. This view of leadership will enable all participants in the system to involve themselves more effectively in the collaborative process, which in turn will ensure a system that is responsive to the needs of the stakeholder.

2. **All elements of the education system be organized as a provincial system.**

   Elementary and secondary education on Prince Edward Island must continue to be organized provincially and must in the future be delivered in a manner which ensures program availability and integrity regardless of location. Decisions involving policies and standards must be made at the Department level to ensure the quality of education is the same for all Island students.

3. **Ownership and meaningful involvement and participation in education by the community.**

   The family and community is of vital importance to the success of the school environment. In order to create the best possible system for our children, community support of and participation in decisions which affect those children is essential.

4. **Structures and services consistent with policy.**

   In order to have a system that runs efficiently and effectively, service providers must understand and base their decisions on policies that have been developed. There must be consistency in application of policies, so that there is a shared and common vision, a working together for the same goal.

5. **Decisions should be made as close as possible to the level of implementation and be consistent with the provincial Philosophy of Education.**

Educators every day face a multitude of decisions. The first principle upon which the Philosophy of Education is based is founded on the premise that *a quality program respects the intrinsic value of the individual and centres on the development of each child.* In order for the best decisions to be made in education that respect the *value of the individual*, decisions must be made as close as possible to those affected by decisions, by those who know and understand the issues and people involved, and who will be involved in the implementation process.

6. **Education resources targeted to provide the strongest possible foundation for all students in the system.**

The earlier we reach our students and provide programs and strategies that expose children who may be *at risk* to quality intervention and readiness skills, the greater chance these students have of succeeding and graduating to lead productive lives. We need to provide our students with a strong foundation to allow them the best opportunity to benefit from the public school system.

7. **As much integration of services as possible should exist rather than pursuit of discreet roles and mandates.**

Educators and representatives of other social agencies must work together to provide an integrated service to students and their families. Collaboration is needed, so that what is best for the client is understood and applied effectively by all those involved.

8. **Responsiveness of the system to needs of all children is largely dependent on a highly-trained, well-informed, and empowered staff resource.**

The Philosophy of Education states that the role of the teacher is to teach, guide, encourage, and challenge, while being *familiar with and able to apply current knowledge of effective instruction.* Today's world is changing so rapidly that it is essential that teachers learn to anticipate the directions and rates of change. Educators must be involved themselves as lifelong learners. They must be held accountable for their decisions made relative to a student's public school education.

**9. A curriculum in place across the province relevant to the needs of the individual and marketplace.**

Graduates of the future will be facing a very different society, as we progress further into the information age. It is essential that our education system prepare students for the future by providing the basic educational skills needed in the world of tomorrow, as viewed by both the individual and the economy of the day. Our curriculum must reflect the real needs of both.

## RECOMMENDATIONS

Leadership is essential to the success of any organization or system. Today's rapidly changing society makes effective leadership more critical than it has ever been before. In education it must exist at all levels, so that our system will be proactive and responsive to change when the need exists. The issue of leadership is one that cannot be isolated as a separate issue, as it is the necessary element that affects the quality of education and the delivery of services. Therefore leadership must be part and parcel of the other identified issues.

### Organizational Structure

The present structure came into being with school consolidation. Roles for players in the system have changed, and demands from society itself have placed great pressures on our existing system. There is a cry not only from Islanders, but from government itself for the system to be more responsive to local communities. Assessment of our current delivery system suggests that education cannot respond to the societal expectations placed upon it, particularly considering the financial pressures that exist.

When staff members initially spoke with various groups about the mandate of the Education Task Force, *Structure* as a separate issue was always left to the end, as the Task Force believed that only when it would help facilitate necessary change in the areas of Human Resource Development, Consistency, and Communication/Accountability would existing structures then be examined.

It is recognized that parents are the first and foremost educators of their children. Parents are responsible for ensuring that their children, through social and emotional growth, reach their full potential. This demands involvement in the different facets of a child's life including participation in the educational process. The Philosophy of Education states that parents must be *prepared to take initiatives in the communication process* and *help shape and support the goals of the education system.*

**Recommendation One**

The Task Force members heard a strong plea from the public for more meaningful involvement in the education of their children at the local school level. Many times parents would talk about being shut out of the decision-making process, feeling intimidated, and only feeling welcome if they were willing to fund-raise for the local school. Across the province, parents expressed the need for a structure that would allow them to be partners in education, to support the school, but also provide an avenue for parents to follow when they had problems with the system.

In order for the system to respond to the needs of the local community and allow for communities to have ownership in the education system, it is necessary for the five regional school boards to be maintained. The Task Force heard from the public that the system presently in place for electing school trustees is confusing and does not meet the needs of the electorate.

Educators and public alike, asked that if a system could be created that would be more efficient and allow for less duplication of services, then recommendations should be made in those areas. The public felt that resources should be targeted at creating a

system that would allow more support for those working in the field. This has resulted in the recommendation to realign the system to allow for four complementary, structural levels: *School Council, Regional Boards, Provincial Agency and Ministry*. This will permit some decisions to be made closer to the level of the community. It will also allow for centralization of some services which can be delivered effectively from one location.

To create a structure that is more responsive to the needs of the community, more efficient and allow for meaningful parental input, it is recommended that:

**Recommendation #1**

> **In addition to the role and responsibilities of the Ministry, the structure allow for the existence of school councils, regional boards, and a provincial agency.**

Roles and Responsibilities of School Council:

To create potential for more meaningful involvement at the school level, each school would be eligible to establish a school council. The school council would be responsible for such things as participating in development of school policies and advising the principal on matters related to the school that directly affect children. It is anticipated that membership on the council would not exceed a maximum of seven members. Members would be elected annually, with a limit of three successive terms. Each school council would be given authority under the *School Act* and would report annually to the regional school board.

Roles and Responsibilities of Regional Boards:

To continue to meet the needs of local communities and to ensure ownership in the education system, regional boards would continue to be part of the organizational structure. Responsibilities would include such things as: staff allocation and evaluation, quality programming, staff hiring, development of regional policies, and priority-setting with school councils.

Board composition might range between five to nine trustees. The term of office would be no more than two consecutive three year terms, with all elections being held at the same time. Each regional board would be given authority under the *School Act* and would report to the board of the provincial agency.

Roles and Responsibilities of the Provincial Agency:

To ensure that those direct services which are provided provincially reflect in an efficient manner the needs and concerns of regions within the province, a provincial agency, managed by a board, would be created. The responsibilities of this agency, which would be at arm's length from the Minister, would include such things as: provision of specific administrative and program services, provision of human resource development and staff support services, and ensuring the provision of appropriate consultancy services to regional boards.

The board of the provincial agency would be made up of a trustee representative from each of five regional boards, and four representatives from other agencies and organizations. For example, representatives might be elected or appointed from business, youth, adult education etc. Members named to the board should serve a three-year term.

The provincial board would be given authority under the *School Act*, and would report directly to the Minister.

Roles and Responsibilities of Ministry:

To ensure that the democratic process provides the provincial direction in education, the Minister and Departmental Staff would continue to be responsible for the setting of policy and standards, evaluation, funding, legislation, adult education, post-secondary education, and the interface with other departments of government (provincial, regional, national). This change in focus should permit a more effective separation of the policy and planning role, from that of attending to daily operational issues within the elementary and secondary system.

## Program Structure

Recommendation Two

Within the structure of education, the Task Force examined types of programs and services and how they are delivered. A topic that received a tremendous amount of attention from public consultations and briefs was programming for students who are considered *at risk*. The School Unit Two, Youth at Risk Report, 1991, defined an at risk student as *one who for any reason is not achieving personal, academic or social success... Students who do not experience success in any one area will tend to drop out, make inappropriate decisions, or behave in an unacceptable manner.* The Task Force is aware of federal initiatives aimed at preventing students from dropping out of school. It is felt that this is a step in the right direction, but at present is providing services to

*at risk* students across the province in a piece-meal fashion. Islanders have asked the Task Force to ensure there is consistency in programming and in strategies, so that our students have the benefit of a coordinated effort.

**Recommendation #2**

**Policy be developed which would provide a framework to develop and implement strategies for *at risk* students.**

Recommendation Three

The Task Force heard from principals and teachers about the need to allow teachers to do what they do best—teach. Classroom teachers and parents expressed their frustrations when it came to all the different *hats* teachers wear in order to meet the needs of students. It is the belief of the Task Force that services directed to students and their families would be delivered in a more productive fashion, if the services were delivered in an integrated manner. Service providers would be able to develop a team approach to dealing with problems that occur, and respond more effectively in times of crisis.

**Recommendation #3**

**Services provided by social agencies to children and families be delivered through a single employer, in an integrated fashion, through the local school.**

Recommendation Four

It has been widely recognized across the country, and already recommended in previous Provincial Education Reports (Paquette, 1984, Wilkinson, 1986), that the

present age cut-off date for entry into school of January 31 is considered too late for many students. Studies conducted over the last forty years confirm that younger children encounter more difficulties and will be at a disadvantage, socially and academically.

**Recommendation #4**

**The age cut-off date for entry to grade one be changed to September 30, with implementation by September, 1994.**

Recommendation Five

The Task Force recognizes the importance of access to kindergarten. It heard repeatedly that students entering grade one, must do so from an equal footing. Studies have shown conclusively that an investment in our students before grade one has significant economic benefits, especially for students who might be considered *at risk* (Weikart, 1984). The types of benefits which accrue are improved academic performance, an increase in high school graduation and greater frequency of enrolment in post-secondary institutions.

**Recommendation #5**

**The Government pursue a move to a funded and coordinated kindergarten, which would remain within the early childhood system and have a play based curriculum.**

The need for a coordinated play based curriculum is a priority. Child development theory shows that play is the way a young child learns most effectively. *When viewed as a learning process, play becomes a vehicle for intellectual growth and continues to be the most vital avenue of learning for kindergartners* (Moyer, Egertson &

Isenberg, 1987). Therefore it is necessary to implement a curriculum that is play based and consistent across the Island.

In this province a unique situation currently exists in relation to kindergarten. Approximately eighty percent of Island five year olds are presently enrolled in private community based kindergarten programs, run by trained early childhood people. It is the objective of the Task Force to allow for one hundred percent participation of island five year olds in a kindergarten program. Training in early childhood techniques and methods, and a foundation in child development theory, well equips those who are currently delivering kindergarten programs to continue to do so in the future. Appropriate training already exists, although program coordination would be required. Funded kindergarten should come on stream, to coincide with the changed date of entry to grade one in September, 1994.

**Recommendation Six**

Wherever the Task Force went, strong presentations were heard about the pupil/teacher ratio. Teachers and parents are concerned about the number of students in classrooms today. There was much input received on the need for early intervention, and the importance of targeting resources so that problems can be identified and rectified before they get out of hand. High school teachers discussed the present emphasis on youth at risk, but felt that if these students could have been identified, with proper support services available when they first entered school, the need for programs for *at risk* students would not be as great. The frustration educators experience is knowing that

it is contact time with students that will make a difference. Quality contact time does not exist in overcrowded classrooms.

The Task Force realizes that there is confusion in understanding that the present student/teacher ratio of 19.3:1, does not reflect the actual number of students in a given classroom. This confusion occurs because of the public's lack of understanding that a number of ratio positions are used for other than homeroom instructional needs, e.g. principal, music, phys ed., etc. Despite this confusion, the Task Force recognizes and applauds the initiative shown by government two years ago, in trying to reduce numbers at the grade one level to 15:1.

Acceptance of the recommendation on changed date of entry into grade one, would result in approximately six to seven hundred fewer grade one students entering school in September, 1994. This would create an annual savings of close to 1.4 million dollars in salaries annually, for twelve years. This saving should fund additional teachers for grade one and help fund kindergarten as recommended.

**Recommendation #6**

**The present commitment to reducing the pupil teacher ratio at the primary level be restated with the expectation, that as a minimum, the current pupil teacher ratio at other grade levels be maintained.**

Recommendation Seven

The Task Force heard consistently across the province that the public wanted to have greater access to the school in the community. Task Force members visited

communities where there was immense pride in the partnership that the community had established with the school, the shared sense of responsibility for the school, and involvement in what went on in the building. The members also heard, however, that in some locations, responsible groups had been denied access to the facilities of the school. Lifelong learning was identified as a community need, and the school was identified as a base for the community to work from in pursuit of lifelong learning goals.

**Recommendation # 7**

> **The right of community access to schools be established across the province, with schedules and conditions of use worked out between local school councils and regional boards.**

Recommendation Eight

Teacher mobility—or lack of it—was a theme heard often from employees themselves, and from parents. With the small number of vacancies which occur naturally within school units and the risks associated with movement across unit boundaries (e.g. tenure loss), many teachers who would like to change jobs don't, and those who should can't. Opportunities for mobility for all employees must be created.

**Recommendation #8**

> **Appropriate changes be made to provide for employee mobility within the province, without loss of benefit.**

## Human Resource Development

The key to success in our education system lies in creating a profession equal to the task—a profession of well-educated teachers and administrators prepared to assume new powers and responsibilities. Educators understand that their role is ever changing, and that in order for teachers and administrators to remain current in pedagogy, subject matter, and their awareness of student needs, there must be ongoing support, training, and development. Human Resource Development is an area that requires attention so that effective professional growth is an outcome of our system.

Recommendation Nine

The nature of the support provided to teachers is the most significant factor in the development of the potential of teachers. The Task Force has heard from teachers and administrators about the need for a more coordinated approach to teacher inservice. Presently there exists an arbitrary distinction between inservicing of new programs and maintenance of those programs. The skills required by today's teachers involve a more in-depth approach to training to allow professional growth to occur. Support is currently provided to teachers through the Department and through school unit consultants. However, not all units retain coordinators and consultants in each area that requires support. Reports of the committees on New Programs Inservice and Program Maintenance, identify and address the problems faced when programs are inserviced and program maintenance provided. Future planning should reflect the intent of these two reports.

It is necessary that a system be developed to ensure cooperation, collaboration and coordination of training, inservice, and professional growth of educators.

**Recommendation # 9**

**The planning for and coordination of human resource development rest with a division of the newly-created provincial agency.**

Recommendation Ten

Teachers' roles have changed dramatically over the last decade. As the next century approaches, teachers must be equipped to work with computers, be aware of changing technology and ensure that their students can access information in this rapidly changing environment. Conflict resolution, communication skills, problem solving, and thinking skills are just a few of the *new basics* that are considered essential skills for our students. Students grow best when they are in contact with teachers who are growing professionally.

**Recommendation # 10**

**All teachers be required to pursue, for continued certification purposes, training and professional development, with a minimum expectation to be achieved over a specified period of time.**

This would be addressed by the Agency responsible for the development of human resources.

Recommendation Eleven

The Task Force recognizes that there are many excellent and innovative teachers, administrators, and consultants in the system. It is important to create a system that makes better use of the creativity and leadership skills of these individuals. Teaching is a demanding and challenging task, and far too often the dedication of the individual goes unrecognized, or is taken for granted.

## Recommendation # 11

**Initiative and excellence in teaching be recognized through opportunities for secondment, chairing and participating in key committees, and direct assistance to self and peers.**

Recognition could be provided through a variety of arrangements, including time release and the concept of short-term sabbaticals.

Recommendations Twelve Thirteen Fourteen

The educational leaders of the future will need to be leaders who can facilitate change. Those who hold such positions are the catalyst for the improvement and delivery of educational services. The Task Force recognizes the need for leadership development throughout the system. The role of vice-principal, for example, should be viewed as training for potential school leadership positions, and vice-principals should be included in any professional development activities that are made available to principals.

In a profession where isolation from peers has been identified as a very real problem, the role of the department head could be enhanced, especially in supporting and mentoring new teachers, and ensuring that problems in curriculum are dealt with and

programs effectively implemented. At all times and at all levels throughout the system, there should be ongoing training and development of staff to take on leadership roles.

Much was heard from the public—and from educators themselves—about the lengthy *appointments* enjoyed by those in leadership positions within the educational structure. Concern was expressed that in many cases the leadership was no longer dynamic.

Some parents expressed a reluctance to pursue improvements for their children because of the absence of objective leadership. The solution suggested most often was rotation of people in those positions.

To ensure that a cadre of well trained personnel is always available to provide leadership within the system, potential leaders must be identified as early as possible from within the ranks of the full staff complement.

**Recommendation # 12**

**A Certification Standards and Training Program for principals and vice-principals be instituted through the Provincial Agency.**

**Recommendation #13**

**A condition of appointment to leadership positions within the education hierarchy be acceptance of the principle of transfer or rotation within a time frame, not to exceed seven years. This would also apply to incumbents who continue to accept appointments beyond the end of the present school year.**

## Recommendation # 14

**The Agency work with managers to encourage and identify potential leaders to participate in training programs offered by the division of Human Resource Development.**

Recommendation Fifteen

It is recognized that an evaluation system must serve professional development purposes in promoting improvement, by helping educators attain new levels of professional excellence. Evaluation is an important tool in the development and growth of individuals.

## Recommendation # 15

**Regional school boards ensure that regular evaluation is being done at all levels within the system, including evaluation of individual schools. Persons involved in the evaluation process must be well-trained and supported.**

Recommendation Sixteen

The Task Force heard from communities, parents, and school staffs about the role the teacher-librarian plays in providing support to school and classroom teachers in the areas of literacy, accessing information, and the appropriate use of technology.

## Recommendation # 16

**Teacher-librarians be given the support and training that is required to ensure that they can provide a lead role in preparing students, teachers, and communities for the information age and lifelong learning.**

Recommendation Seventeen

Subject areas like physical education, industrial arts, and home economics are unique in that they have a highly specialized skills component and a high safety factor. Many teachers who work in these fields, do so in isolation, with little support from others with training in the same discipline. The Task Force recognizes that in order to offer a program that is consistent in program quality, these specialists need enhanced support.

## Recommendation # 17

**A mechanism be developed by the Agency to ensure that quality support and supervision are provided to those programs that are specialized and where safety may be a factor.**

## Human Resource Development and the University

Recommendations Eighteen Nineteen Twenty

While much of the input received on the topic of human resource development dealt with personal professional growth and the inservicing of new programs, discussion also occurred on the role of the university in the training and strengthening of teachers. Teachers who were recent graduates of a Bachelor of Education program commented forcefully on the need for a training component that more realistically reflects the *real world* of the classroom.

More experienced teachers highlighted the need for relevant and contemporary programs to support them with their professional upgrading. Lack of access to graduate

programs/courses was also identified as a short-coming in the support system. In their view the expertise exists within the active teaching force to deliver many such courses, if the university would provide sponsorship.

**Recommendation # 18**

**That the Government explore with U.P.E.I., ways in which the university might cooperate with other universities in the region, to offer more graduate programs for teachers and administrators.**

**Recommendation # 19**

**That the Agency responsible for the planning and coordination of the development of human resources be mandated to initiate discussions with the university, with the objective of ensuring that relevant and contemporary courses for teachers are made available in the province.**

**Recommendation # 20**

**To ensure that graduating teachers are well-prepared and competitive in the marketplace, a specific assessment be done of the Bachelor of Education program at U.P.E.I., with a view to extending it to a two-year program, including a one-year mandatory internship.**

## Communication/Accountability

One major issue faced by those employed by, and those considered clients of the system, (students and family), is that there appears to be barriers to effective and direct communication within the existing structure. We share the same goal, hopes, and

aspirations for our students and children and need to find ways of communicating our hopes and goals to all involved. The Task Force identified that there seems to be confusion about clear management lines, understanding of roles and where to turn when problems arise.

**Recommendation Twenty-one**

The Task Force received much input from parents and organizations expressing concern about programming in our public education system. Parents are worried about the integrity of programs and the lack of accountability and confused over what programs are teaching and the teaching methods used. An example that was used by many parents was their confusion over the intent and application of *Whole Language*. Repeatedly, people expressed the need for *basics*. Parents communicated that they are not looking for a return to the way schools used to be, but expressed a desire for their children to graduate from school with identified skills that will enable them to be productive citizens. Skills that allow students to effectively read, write, compute, problem solve and be creative thinkers are the required *basics*.

The Task Force also heard from teachers that there is lack of understanding about how curriculum is developed, lack of coordination involving curriculum decisions and inconsistencies in curriculum implementation. Teachers are often caught in a difficult situation, as they are to teach the curriculum that is approved, yet when parents express frustration about their children's program, teachers bear the brunt of the criticism.

Teachers have asked that skills and concepts which students are expected to learn be identified throughout the system. By identifying skills, continuity in student learning

will be fostered and there will be clear expectations of students. Improved communication with parents about the skills their children are learning, will enable them to better understand their children's progress.

**Recommendation # 21**

> **Skills which students are expected to learn be identified and clearly articulated by grade level for each course included in the provincial curriculum, with the identification of skills being considered an integral part of the curriculum development process.**

Recommendation Twenty-two

Throughout the system communication must be improved as part of the curriculum development process. In order to do this, teachers must continue to make up the majority membership on curriculum committees. The staff support should be provided by individuals, seconded over a period of time for specific program development and implementation. It is important that those who sit on provincial curriculum committees, do so with the understanding that they must keep board staff at the school unit level informed of discussions as they proceed. The onus is then on the board staff to disseminate information to those in the field.

Much has been heard about the need for standards throughout the system. If skills are clearly identified and articulated, and teachers continue to be major players in curriculum development, with more consultation with their peers, the anticipated standards to be met should be understood by those who work directly with program

delivery. Therefore it is important that someone be responsible to ensure that identified standards are being met.

**Recommendation # 22**

**The Provincial Agency identify the manner by which it will measure the degree to which standards have been achieved.**

Recommendation Twenty-three

There is a sense of urgency, as the year 2000 approaches, about the importance of technology and the need for computer literacy in our school system. The technology already exists that will allow us to better meet the needs of our students. Across the Island, students in small schools should be able to take advantage of distance education programs and link up with courses that cannot be offered in their own school. Students should also be able to take advantage of computer networks to facilitate their own learning. Computer assisted learning motivates students who are experiencing problems and challenges those students who are more advanced in their course work.

Teachers who have access to computers could immediately improve the standard of their own work and have a more efficient system of communicating with others, while freeing them to use their time more effectively. Computers are here to stay, and it is necessary to ensure that our students have access to them and to the other pertinent technology.

The present situation is that some school units have invested heavily in computer hardware and software, while others have not. Without a provincial policy, it is difficult

for school boards and schools to address, with consistency, the issues of computer literacy and technology.

**Recommendation # 23**

**Immediate priority be given to the use of technology in Island schools and a provincial policy be developed to provide direction. Adequate resources and appropriate training must be made available, to ensure that schools are able to utilize technology as an integral part of their program and delivery system.**

Recommendation Twenty-four

The Task Force acknowledges that there is a need to improve communication links with business and with post-secondary institutions. There are a number of students who, upon leaving high school go directly into the workplace. High school curriculum should ensure that these students are prepared to face the world of work. Curriculum should reflect skills needed for the workplace through partnership with business, and through offering programs that teach marketable life-skills.

With respect to post-secondary institutions, every effort should be made to minimize duplication, and to ensure programs that facilitate movement of students from high school.

**Recommendation # 24**

**Resources be provided within the structure of the Ministry, to ensure there is an ongoing dialogue between elementary/secondary and post-secondary and training institutions.**

## Consistency

Being a small province, it is essential that our education system reflect the common purpose, as stated in The Philosophy of Education. To achieve this common purpose, the education system must ensure that consistency in application of policies, beliefs, and performance expectations is understood. It is necessary for the system to be creative and flexible to ensure that the needs of children are met.

**Recommendations**
**Twenty-five**
**Twenty-six**
**Twenty-seven**

While it is clear that both parents and educators want to protect the individuality that exists within regions and schools, many areas were identified where a strong call for consistency across the province was made. Families are mobile within the province and are faced, as they move from region to region, with very real differences in program availability, the manner in which programs are delivered, and the regulations governing access to programs which are available.

In addition to these concerns, it became clear very early in the process of meeting with groups across the province, that despite wide distribution, the Philosophy of Education was an *unknown* to many people. It does exist! It is intended to guide the delivery of educational services and presumes interpretations which are consistently applied.

**Recommendation # 25**

**To ensure that the Philosophy of Education becomes a working reality across the province, it is recommended that its intent be reviewed fully with educational leaders and a mechanism developed to make educators and parents aware of its implications.**

**Recommendation # 26**

**Programs and services available through all regions of the province be driven by provincial policy, be reflective of the Philosophy of Education, and meet standards which are consistently applied.**

**Recommendation # 27**

**That in addition to the academic level, each high school offer general and advanced courses in math, language arts, and science to those students whose needs can be better met through availability of these courses.**

Recommendation Twenty-eight

The need for enriched programming and programs for gifted children was made forcefully through some of the input received. It appears many parents are discouraged with the system because from their perspective, it does not adequately challenge their children. Distinctions were made between *enrichment* and *gifted* education. The Task Force recognizes the problems with definition, but also recognizes the commitments which have been made in the Philosophy of Education and has applied the broadest definition during its consideration of the issue.

## Recommendation # 28

**The Province acknowledge the need for enriched programming across all levels of the system, and that support be provided to schools in designing and implementing appropriate programs.**

Recommendations
Twenty-nine
Thirty

At every public meeting the issues of lifelong learning and vocational education were raised. Parents are concerned over the fact that no clear direction for vocational education is apparent within the province. The status of the Hall-Glendenning Report is unknown. The concern is compounded by public knowledge that the Holland College responsibility for high school vocational education will lapse within the next year or two, and that decisions now being made outside the Department, will see very different and inconsistent programs in place provincially.

Parental concern about high school vocational programs and the broad development of their own children is tied to their own wish for adult programs and growth opportunities for themselves, and the manner in which that should be provided. They envisage the school playing a much greater role in ensuring that such opportunities are available.

## Recommendation # 29

**A clear plan for vocational education be articulated by the province during the next fiscal year, and a schedule for implementation be established.**

## Recommendation # 30

**Responsibility for adult training be moved from the Department of Industry to the Department of Education.**

Recommendation Thirty-one

Perhaps the final comment in the area of *consistency* should be reserved for those concerns which surfaced relative to the delivery of the programs and services provided through junior and senior high schools. There are significant differences across the province in expectations, school organization, and the manner in which student needs and concerns are addressed. Public and educators alike, have identified the need for a focused review of both levels—a need which was earlier recognized by the Minister of Education prior to the establishment of this Task Force.

One area that received considerable attention at public consultations was the issue of semestering. The Task Force heard a strong lobby from parents, and some educators that semestering is creating problems for their children and students. Many expressed the opinion that semestering contributed significantly to a decline in standards. It was felt that given our present curriculum and the amount of time allocated to cover a program, that students were short changed, as there were not enough hours available to properly cover course material.

Another major concern was that in schools that were semestered, often students were sitting in overcrowded classrooms, and that at any given time during the teaching day, approximately one quarter of the staff was not teaching. Parents felt that in subjects

that are considered core, there was often too much of a time interval between these courses, and that students were losing ground as far as achievement was concerned.

The Task Force also heard positive comments about semestering, especially from some students and educators. Students view semestering as an opportunity to take more courses for their own interest, not just to use the credit as a vehicle to move into the post-secondary system. Students also expressed the opinion that in a semestered system, they could concentrate on courses more efficiently and also have the time available to get involved in extra-curricular activities.

**Recommendation # 31**

**A review of the organization and programming within junior high schools and senior high schools occur, using two separate committees, with reports to be completed by December 31, 1992. Among other things, the review should consider:**

**High School:** lack of consistency in course offerings, lack of consistency in marking, number of courses required for high school graduation, the number of courses available, semestering, alienation of students, role of homeroom teacher, amount of instructional time, subject integration.

**Junior High:** grade configuration, types of courses which should be available, social issues, student-teacher ratio, self-esteem, transition from elementary, transition to high school.

## Other Issues

One issue that kept emerging was a concern that people who worked in the field were not adequately represented on major provincial committees. Historically, a serious difficulty in selecting people to sit on committees is to ensure that all major stakeholder are represented. This has greatly restricted the list of names from which representatives are chosen; hence, the same people are often sitting on different committees. This approach limits leadership training and recognition. People need to be exposed to the experience of participating in decision-making at other levels. By creating more opportunities for more representation from the field, and representation from the public, it ensures more effective communication across all levels. The Task Force encourages major stakeholders to consider a broader representation when looking for people to participate on major provincial committees.

The Task Force is aware that prior to pursuing its mandate, a School Calendar Committee was put in place by the Minister. This committee was struck to find a solution to the many pressures placed upon the system due to the structure of the present calendar. Many of these pressures revolve around such things as, the timing of inservice, the difficulty in maintaining quality teaching time when the classroom teacher is away at workshops, and the strain which that creates on budgets.

These issues were raised again during the consultative process pursued by this Task Force. The Task Force urges the School Calendar Committee to resume its work as soon as possible. The Task Force heard from the public and educators that there is a sense of urgency in solving some of the problems that have been identified. It is hoped

that the Calendar Committee will file its report by December 31, 1992, so that changes recommended might be considered for the 1993-94 school year.

## CONCLUSION

Although the time available for the review of the public education system was not lengthy, the Task Force is satisfied that the input received reflects the concerns of the public at this time. There was a high degree of consistency from meeting to meeting and within briefs presented, relative to the issues which require attention. It is the view of the Task Force that the recommendations which have been formulated will create a system that is more responsive to public need, as we move into the next century.

## IMPLEMENTATION

While a number of the recommendations could be acted upon without changing the system structurally, many others presume changes in legislation and structure for implementation to occur. Those who deliver direct services under the present system will need to be consulted further to ensure understanding, and to provide guidance as the implementation process proceeds.

The Task Force suggests the following process to ensure the implementation of this report:

1. Introduce enabling legislation during the 1992 session of the Legislature to provide for the creation of school councils, and a provincial agency.

2. An implementation team should be struck as soon as possible after Cabinet acceptance of this report. This team would be responsible for developing implementation strategies related to all recommendations.

3. Make appropriate changes to legislation in the spring of 1993 to allow the system to be structurally operational for the 1993-94 school year and to remove legislative inconsistencies between statutes.

## APPENDIX A

**Individuals**

Judy Barrett

William Bartlett

Betty Boucher-MacDonald

Philip Brown

Lloyd Burrows

Brian N. Craig

Lyman Douglas

Ian Frenette

Réal Gagnon

Mae Gallant

Vernita Gallant

Brad Goodick

Bob Gray

Pat Hudson

Marlene Hunt

Hedewig Koleszar

Ruth Lacey

Dawna L. Lund

Patsy MacAulay

Sandy MacDonald

Kim Madigan

James Nimmo

Karen Noonan

Edith Perry

Debbie Pineau

J.M. Rusk Optometrists Inc.

**Associations**

*A Group of Island Educators*

Alberton Home and School Association

Association for Community Living

Bloomfield Home and School Association

Canadian Parents for French

Charlottetown Rural Home & School Association

East Prince Women's Information Centre Inc

Environmental Coalition of PEI

Glendenning Educational Resources

Greater Charlottetown Area Chamber of Commerce

Guidance and Counselling Association

Holland College

Interagency Committee on Working with Children in Groups

Le Comite Acadien

Native Council of Prince Edward Island

Non-instructional Office Personnel Unit One School Board Office

Our Lady of the Assumption Parish CWL

PEI Advisory Council on the Status of Women

PEI Advocacy Committee - Council of the Arts

PEI Environmental Advisory Group

PEI Home and School Federation

PEI Home Economics Association

PEI Home Economics Teachers' Association

PEI Language Arts Teachers' Association

PEI Parent Federation

PEI Physical Education Association

PEI School Librarian Association and Teacher-librarians from Regional School Units One - Four

PEI School Trustees' Association

PEI Speech and Hearing Association

PEI Teachers' Federation

Principals' Association of Unit Three

Principals and Board-based Instructional Staff of Unit Two

Summerside Intermediate School Home and School Association

Tourism Industry Association of Prince Edward Island

Unit 3 Board Office Instructional Staff

Unit 3 Curriculum Committee and Unit 3 Joint Staff Development Committee

Unit 4 Consulting Staff

Women's Institute

**Schools**

Belfast Consolidated School

Bluefield High School

Dundas Consolidated School

East Wiltshire School

Ecole Evangeline

Ecole Francois Buote

Englewood School

Fort Augustus School

Georgetown Elementary

Gulf Shore School

Montague Consolidated School

Morell High School

Prince Street School

Queen Elizabeth Elementary School

St. Jean Elementary School

Three Oaks Senior High School

Vernon River Consolidated School

West Kent School

Westwood Primary School

**Regional Administrative School Boards**

Unit One School Board

Unit Two School Board

Unit Three School Board

Unit Four School Board

Unit Five School Board

The establishment of the Task Force on Education was an important initiative of the Cabinet Committee on Government Reform. Rapid development of new technologies along with social and economic globalization, amid a backdrop of limited financial resources provided impetus for our Province to review its programs, services and delivery systems. If indicated by this review, modifications should be applied to ensure maximum benefit for Islanders.

With the knowledge that the expenditure per student on Prince Edward Island is the lowest of any Canadian province, there may be little flexibility for improving efficiency in the system without jeopardizing our established quality of education.

This Minority Report is a condensed version of a longer document recognized by the Honourable Joseph A. Ghiz, Premier of Prince Edward Island, 10th March, 1992. This report highlights educational priorities which place an emphasis on democratic values, issues of fairness and a futuristic vision for Education on the Island.

## RECOMMENDATIONS

### ORGANIZATIONAL STRUCTURE

Forces which have pressed for increased efficiency and consistency have led to the concept of a superstructure to govern education on Prince Edward Island. The creation of an additional centralized buresucratic structure referred to as the Agency, which would derive most of its authority from the transfer of existing responsibilities of the elected regional school boards is neither workable nor acceptable in the Island context.

Prince Edward Island is not a monolithic society. Geographic (urban/rural) and linguistic differences are a reality and this is reflected by the existence of several centres of social and commercial activity within our shores.

This Minority Report presents alternate proposals which will allow for more participatory regional governance while providing for an acceptable level of efficiency and provincial consistency in the Island Educational System. The Education System should comprise School Councils, Regional School Boards and the Department of Education with the Minister.

<u>Roles and Responsibilities of the School Council:</u>

- -3-5 members elected for up to two consecutive three year terms
- -participation in development of school policies
- -advising the principal on matters affecting children
- -ensuring public access to school facilities and buses
- -reports to the Regional School Board

<u>Roles and Responsibilities of the Regional School Board:</u>

- -9-13 trustees elected up to two consecutive three year terms
- -electoral zones established along elementary school boundaries
- -democratic governance of School Units with similar mandate as at present
- -employer of Regional School Unit personnel
- -reports to the Department of Education

<u>Roles and Responsibilities of the Department of Education:</u>

- -ensures Provincial direction in education
- -responsible for setting policies and standards, evaluation, legislation, adult education, post-secondary education, liaison with other departments of government
- -coordination of curriculum development, bulk purchasing, human resource development, etc. with the School Boards
- -coordination with the School Boards to ensure efficiency and consistency
- -continue to be the primary funding agent for the Education System through the Foundation Program
- -reports to the Minister of Education

### HUMAN RESOURCE DEVELOPMENT

With regard to program inservicing and program maintenance problems have been identified. It is recommended that:

- -planning and coordination of Human Resource Development be a collaborative process including the Regional Boards and the Department of Education
- -consultant services may be consolidated within the Department to facilitate the above functions
- -program development and approval to be done collaboratively with the Regional Boards and the Department of Education
- -consultants to be assigned to Regional School Board office in appropriate position numbers for the implementation phase of new and ongoing programs.

NEW PROPOSALS

Ministerial Advisory Council
- -appointed by the Minister of Education
- -representatives of various groups including business, labour, academia, women, aboriginals and the mentally and physically challenged
- -application of Part I Section 3 of THE SCHOOL ACT OF PRINCE EDWARD ISLAND
- -similar to the British Columbia model
- -to advise the Minister on educational issues relevant to their important concerns

Provincial Evaluation Team
- -mandated by the Department
- -includes representation from the Regional School Board
- -evaluates the individual school as an educational unit
- -ensures that appropriate standards and degree of consistency are maintained
- -reports available to School and Regional School Board

Protocol for Curriculum Development
- -curriculum development process established by regulation
- -developed from a teacher participation study researched locally by Ricky Hood (1986)
- -provides for meaningful input from teachers in the developmental phase and effective feedback during the implementation phase of new or revised curricula

Review of French Immersion Programs
- -initiated by the Department with Board input
- -to achieve greater access to meet demand across the Island
- -to devise a more equitable system of placement

Individualized Education
- -accommodate child in most enabling environment
- -integration or mainstreaming of mentally or physically challenged
- -move toward individual educational plans
- -develop an effective, fair and responsible appeal process which may present to the Department of Education if grievance is not resolved at the School Board level

HUMAN RIGHTS IN EDUCATION

To operationalize the United Nations, UNIVERSAL DECLARATION OF HUMAN RIGHTS, the Canadian CHARTER OF RIGHTS AND FREEDOMS, the P.E.I. HUMAN RIGHTS ACT, the P.E.I. PHILOSOPHY OF EDUCATION and the HUMAN RIGHTS POLICY of the Department of Education (draft copy November, 1991) the following strategies should be adopted.

Individual rights, multicultural understanding, positive race relations and accommodation for those with special needs must be reflected in curriculum to promote attitudes of mutual respect and understanding as children socialize and learn in the Educational System.

Gender Equity
- -recognize and correct the under representation of women in leadership roles in the School System
- -identify areas of gender bias through curriculum and program review to correct inequities and promote gender equity

Aboriginal Education
- -provide a School Board trustee position for an Island Micmac representative where numbers warrant (i.e. Unit I School Board.)
- -provide for appointment of an aboriginal representative to the Ministerial Advisory Council
- -with Island aboriginal groups, review and modify curriculum where necessary, to appropriately portray the indigenous people to all students.

AREAS OF PARTIAL AGREEMENT

| | |
|---|---|
| Recommendation #3 | -the feasibility of complete integration (i.e. single employer) for social agencies requires further analysis |
| Recommendation #5 | -universally accessible kindergarten program should be offered within the School System by September, 1994<br>-appropriate certification and compensation of early childhood education instructors to conduct kindergarten classes |
| Recommendation #6 | -general reduction of Pupil Teacher Ratio particularly in primary grades |

Recommendation #7 -in addition, access to busing

Recommendation #12 -instituted by the Department with Board input

Recommendation #14 -administered by Regional School Board

Recommendation #15 -personnel evaluations through the School Board

Recommendation #17 -Department policy administered by the School Board

Recommendation #19 -Department responsibility

Recommendation #22 -Department of Education Curriculum Division

Recommendation #26 -...be driven by general Provincial Policy...

AREAS OF AGREEMENT

The Minority Report is in agreement with the main Education Task Force Report Recommendations: 2,4,8,10,11,13,16,18,20,21,23,24,25, 27,28,29,30, and 31.

CONCLUSION

The Educational System must work with the student to assist in preparation for the transition to technological training at community college, academic studies at university, apprenticeship programs with the public or private sector or direct immersion into the labour force. There must be respect for and encouragement of the maturing student's gradual responsible participation in program selection and evaluation, particularly during the senior high school years.

The student must, if he or she is to adapt well in the new setting, be facile with the "new basics" which include numeracy, basic and technological literacy, ability to function as an independent learner and as a member of a team. He or she must be able to organize resources and demonstrate creative problem solving skills. Communication and conflict resolution skills are a definite asset. The student must display positive personal and social values as he or she acquires and uses information ( adapted from Don Glendenning presentation to the Education Task Force December,1991).

In today's information age where there is a rapid turn over of job description and placement, the need for retraining dictates that the most important skill to acquire is "learning how to learn". The process of learning is at least as important as, if not more important than, the content attained.

Despite the advent of new technologies the student teacher relationship will continue to be the focal point of the Educational System. The teacher is second only to the parent as a significant adult role model for a developing human being who has unique vulnerabilities and aptitudes. As a manager of learning or learning facilitator, the teacher must appropriately challenge the student such that self esteem and confidence may be solidified through successful task completion.

The Education System must utilize its resources to support the student teacher relationship in a manner that will nurture the student's intellectual and social development. The new technologies will facilitate learning such that teachers and students, with their parents' participation, may develop individualized learning plans which will allow each student a better opportunity to develop his or her own potential. If our Education System approaches fulfilment of the educational needs of the individual and provides for a positive learning environment through adoption of proposals above, we may further develop our harmonious and industrious Island society in a progressive, just and efficient direction.

Respectfully submitted,

Herb Dickieson, B.Sc., B.Ed., M.D.